

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of reviewing the theory about writing, teaching writing, writing strategy, RAFT strategy and recount text. The purpose of this chapter is to strengthen the research.

A. Writing

1. The nature of writing

Writing includes language skills that should be mastered by language learners. Writing can't be ignored by language learners. Writing includes productive skills, whereas the students produce something from their practice. Writing itself means an activity to transfer and gather ideas, opinions or feelings into whole unity in written form. There are some definitions of writing. According to Hamp and Lyon (1990), writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated topics". This theory explains that writing begins from the writer's ideas, then the ideas change into written form by a process. Brown (2001:331) stated that writing is a thinking process, writing can be planned and given many revisions before the work is released. Writing can't be produced once, there are some steps beginning from prewriting, drafting, revising, editing and finally releasing the work. Moreover, Gebhard (1996:221) states that writing is more than making appropriate word choices, or using appropriate grammar, syntax, mechanics and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose. In addition, Harmer (2007) stated that writing encourages students to focus on using accurate language. Based on the definitions above, we can conclude that writing is

done by the students is not only to fulfill school assignment or as part of studying language activity.

In another hand, writing has some purpose and function to do. Some students do not realize the important of writing and the motivation to practice writing activity. Some students do not want to practice writing and do not know how to do. The purpose of writing is to develop student creativity and intellectual. Lewin (2003:117) stated on his book that writing is a way to communicate their ideas to the audience, the purpose is to share writer's feelings, thought, opinion, joy, anger, critics or thanks with someone else. Especially in writing teaching and learning process, there are two uses of writing in the service of learning. First, writing enables students to think about, to process, to grow ideas about certain topics and boost student understanding especially in writing course content. Second, writing enables students to gain proficiency in a critical of important skills. In addition, Raimes (1983:3) stated that writing is a part of communication and it also helps student to learn. First, writing can foster students' understanding about grammatical structures, vocabulary and idiom that teacher have been taught. Second, students have a chance to explore their language knowledge while they are writing, and they are brave enough to make a mistake. Third, students will engage in a new language when they write, and they use their eye, hand, and brain to express the idea in learning process. Based on the purpose and the function above, it can be concluded that writing has important role and give many benefit in linguistic competence for student who explore their writing through practice.

2. The writing process

Writing well comes from working through a process. In practice writing the students should pay attention in the aspects included in writing. Those aspects

construct the writing, they are the organization of idea, word choice, appropriate grammar, and syntax, mechanics such as punctuation, spelling. From the technically of writing, writing also has some aspect to make the writing effective for the reader they are audience and purpose. Audience is concern on who the reader will be intended and the purpose is concern on the goal of writing itself. The last aspects make writing more understandable and meaningful.

Other than the aspects construct writing, writing has some stage that should be passed by the language learners to get an effective writing. The stages are prewriting, drafting, revising, and editing. Through those steps the writing will become well form. Some expert has different opinion for the steps in writing process. In his book, Langan (2005:22) stated that there three main stages to get effective writing. Those are prewriting, drafting and revising. Simplify Langan drawn the writing process as below:

- a. Discovering thesis – often trough prewriting
- b. Developing solid support for thesis- often trough more prewriting
- c. Organizing the thesis and supporting material and writing it out in a first draft
- d. Revising than editing carefully to ensure an effective, error free paper

According to Lewin (2003:121) the process of writing are prewriting, rough drafting, rewriting and publishing, In addition, based on Brown and Hood (1993:06) to get effective writing the writer should orient on these questions below;

- a. Who you are writing for, it concern to the intended reader
- b. Why you are writing, it focus on the purpose of writing
- c. What you are writing about, it refers to the content of writing
- d. Where you are, how much time you have, how you feel etc. this is concern about the situation of writing

The writing processes are explain as below;

a. Prewriting / planning

Prewriting is first stage of writing process whereas the writer requires to making preparation and plan what will write. In this stage the writer also takes their idea and details. There some techniques in prewriting stage. Technique is use to engaged writer idea as the writing sources. There are five techniques can be used in Pre writing activity.

1) Free-writing

Free-writing means write everything in form of phrase or sentence about everything that comes to writer's mind to explore possible topic. In free-writing there is no need correct syntax, grammar, adequate vocabulary etc. Free-writing process figure outs what writer wants to write and getting material down on the page. The purpose of free-writing is to make us familiar with the act of writing, it is a way to break mental blocks about writing.

2) Questioning

In questioning the writer explore the idea and details by asking questions about the subject. The writer can formulate the question by using WH questions word such us what, who, when, where, why and how.

3) Brainstorming / Making a list

In this technique the writer collect idea and details that related to the subject by making sentence list. They can put all ideas then choose them. The idea that not use can be deleted.

4) Clustering/ Mapping/ Diagraming

Clustering is another technique of prewriting that can be used to generate material for a paper. This method is used to make the idea and details in form of

visualization by using lines, boxes, arrows, and circles to show the relationship among the idea and details. In addition, clustering can help the writer in generating material by giving sense how the idea and details related each other.

5) Preparing scratch outline.

The scratch outline is a plan to help the writer achieve a unified, supper, well organized composition. This is very good to use in writing essay that have many parts paragraph start from introduction, body or supporting point and conclusion. This technique is the one complex prewriting technique because it often engaged free writing, questioning, brainstorming or list- making, and clustering. In scratch outline the writer thinks carefully about the point will be used, the supporting details and the order in which the writer will arrange the point and supporting details.

b. Drafting

Drafting is a stage whereas the writer begins to write, put their idea and supporting detail in form of draft. The most important thing here is to get words onto paper. No need to worry about the correctness, grammar, convention, organization, spelling and others. Just write what we have on prewriting stage. In drafting stage, Kristin (:14) explain there are some strategies can be used by the writer at the first draft stage.

- 1) Using the writing space. It is important to see clearly what we have written and what changes we have made.
- 2) Getting started. Getting started helps the writer begins write their work. This stageis alsoguide us to make beginner sentence, sometime to get beginner sentence is difficult, so
 - a) Don't worry too much about beginning because we can change it anyway. Try to getpas it and keep going.

- b) Write a few different beginning sentences. Choose one and then continue writing.
 - c) Don't begin at the beginning at all. Start writes anywhere. Come back later and writethe beginning sentence
- 3) Keeping Going. It is good idea to push the writer stand their project to the end of a firstdraft. The important thing at this stage is to get idea on paper. There are some suggestionif writer found some problems in drafting ;
- a. If unsure of the spelling of word, make an attempt and leave as space then keep going.
 - b. If unsure of punctuation, make an attempt and put dash or mark in the trouble spot andkeep going
 - c. If unsure about the words to use, write two or three alternative words, leave a spaceand write the alternative word in first language and keep going.
 - d. If run out from ideas, look back at prewriting note, begin to rewrite what we havewrite. The last put the writing away for a time, return back when we have fresh andclear mind.

c. Revising

Revising means rewriting the work or paper building on what has already been done, in order to make it stronger. In this step the writer should strength up the writing, and improve the work to be effective writing.

In revision, there are some stage that should be check by the writer

- 1) Revision of content. To revise the content there are some guidance sentence can be used:

Is my paper unified?

a) Do I have a thesis that is early stated or implied in the introductory paragraph?

b) Does my entire supporting paragraph truly support and back up my thesis?

Is my paper supported?

a) Are there three separate supporting points for the thesis?

b) Do I have specific evidence for each of the three supporting points?

c) Are there plenty of specific evidences for each supporting point?

Is my paper organized?

a) Do I have an interesting introduction, a solid conclusion, and an accurate title

b) Do I have a clear method of organizing my paper?

c) Do I use transition and other connecting word?

2) Revising sentence. In revising sentence there some guidance can be used to check:

a) Do I use parallelism to balance my words and ideas?

b) Do I have consistent point of view?

c) Do I use specific words?

d) Do I use active verbs?

e) Do I use words effectively by avoiding slang, clichés, pretentious language, and wordiness?

f) Do I vary my sentences?

d. Editing

Editing is the last step in writing process before the work release. Editing requires recognizing problem in language grammar, syntax and mechanics. In editing there is usually a rubric or manual guide to recognize errors. In editing it can

be done by own self or by peers. According to Giyani (2015:10) in editing process, it makes students see the connection between their own work and the exercise in order to create and unambiguous communication. Than other stages, editing need much time, knowledge, experience and commitment become a good editor.

B. Teaching Writing

Teaching is process to transform the information or knowledge for someone or group. According to Brown (2000:8) Teaching is showing or helping someone to learn how to do something, giving instruction guiding in the study of something, providing with knowledge. Teaching writing here means transform many information concerns on writing skill and train the student to know, to understand and to do writing.

1. The role of teacher

Teacher has some important role in teaching and learning process, there are teacher as resources provider, learning facilitator, lecture, instructor, motivator, curriculum specialist, classroom supporter, mentor, manager, consultant, advocator, psychiatrist etc. Specifically, in writing teaching and learning process the teacher has three important roles as stated by Harmer (2007:330) teacher as:

a. Motivator

Teacher should make writing task motivate the student, creating the right condition for the generating idea and persuade the students that writing is useful activity. Teacher give suggestion to the student who can't think of anything or at least prompt with their idea and giving solution to students' problems.

b. Resources

During more extend writing task, teacher should be ready to supply necessary information and language. Teacher should tell the student that they are available and be prepared to look students' work as it progresses. The teacher should offer advice and suggestion in constructive and wise way.

c. Feedback provider

Teacher should give feedback on writing task demands special care. Teacher should be respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should check the focus of students' written task based on students need at the particular stage study.

2. Teaching Writing Procedure

Writing can be mastered by the language learner trough teaching and learning process. The process is not done at once but through some stage as explain before. Writing is processed through prewriting, drafting, revising and editing. The goal of those processes is to make the student work become well and accepted to the audience. There are the roles of teacher in writing process according to Gerhard (1996:226)

- a. In pre writing, teacher provides chances for student to develop word. Then, provide strategies for getting started such as find a topic, generating idea, focusing the idea, planning content and organization.
- b. In drafting, teacher provide multiple draft for the students
- c. In revising, the teacher should give correction to students' draft such as deleting unimportant details, adding details needed, reorganizing the random idea and modifying draft.

d. For editing, teacher should check the element that construct the writing such as word choices, grammar, mechanics, and sentence structure.

Both of teacher and student should have effective strategy. By applying a strategy writing process will be simpler to do. A strategy helps teacher to delivers the materials well and in simple way. It is also for student, by a strategy they can understand the material well and practice more activity. There are many strategy can be applied in teaching writing and learning process.

Remember that writing is productive skills, so that writing has different way in teaching writing rather than repetitive skills. Brown (2000:275) stated to be success in teaching productive skills is based on how the teacher organizes them and how they respond to the students' work.

- a. In the lead in stage, teacher engage student with the topic.
- b. When set the task, teacher explain what students are going to do clearly, teacher need to demonstrate the activity in some way.
- c. Student start work, teacher monitors the task by going round the class, listening to the students working and helps them where they are having difficulty.
- d. When the task is finished teacher give feedback to help student know how well they have one.

C. RAFT Strategy

1. The nature of RAFT strategy

RAFT strategy is acronym of Role Audience Format Topic. This is a strategy introduce by Carol Santa in 1988. RAFT strategy integrates reading and writing in nontraditional way. The purpose of RAFT strategy is to give students a fresh way to think about approaching their writing it is caused RAFT strategy occupies standard

essay and creative writing. Fisher and Frey (2007:67) stated that RAFT strategy provides a scaffold for student. It is used to explore their writing based on various roles, audience, format and topic. According to Sons (2008:301) RAFT strategy is used to increase the quality of student' writing by personalizing the task and transforming students' idea of both the writing topic and writing event. According to Buehl (2013: 173) by using RAFT strategy students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly. In addition, According Thomas (2013:3) RAFT strategy activates prior knowledge and helps students to connect to new content that they can then be assessed on.

RAFT strategy consist of four focus, they are Role, Audience, Format and Topic. It has explained by Steele (2011: 137).

1. Role

Role here indicate the roles of the writer about the text. Is the writer a journalist, a teacher, a consultant and others. The students should understand the reflect perspective or point of view. The idea affects students to be mature and realize the significance perspective in writing. Students need to be familiar with the different roles they can act as writer.

2. Audience

Audience here contains who the reader will be intended. To make a text meaningful the writing should be read by precise reader. Is the text for public, student, teacher etc. student can learn some critical lesson about writing as medium for communication by writing on similar topic but to various audience.

3. Format

A text has different format or genre, format help the writer to make the text understandable and enjoyable to write. By using varying format of writing, it offers opportunities for creative writing and avenues for expression that might not surface if students are limited to basic essay writing.

4. Topic

Topic here is focus will be discussed by the writer. Selection of writing topic often present the greatest struggle in content area writing. When considering the topics, it is useful to think in terms of what kind of questions students should address; the students have to consider the conceptual ways in which that essential point can be approached. This can be determined through different topic prompts. Moreover, giving the writers opportunity to think through specific writing prompts, they might like to pursue in an effective way to engage them in writing about central issues for class. Based on Saskatoon Public School article (2008), RAFT strategy helps student understanding the main ideas of text, how to organize text, elaboration, cohesive and coherence of the text. Then RAFT strategy help students know their position in making text or passage to state something strongest and it help student write text or passage effective for the reader.

Table 2.1 The example of RAFT format

Role	Audience	Format	Topic
journalist	Public	news	The disaster happen in Indonesia
doctor	Public	article	How to keep body health

2. The advantages of RAFT strategy

By applying RAFT strategy the teacher and students can get some advantages. The Teacher lead student to explore their idea, the impact student is more creative. According to Thomas (2013:2), RAFT strategy helps teacher to engaged student in writing by motivation and differentiation through choice or by adjusting the level of requirement depending on the student. In addition, the advantages based on Buehl (2013: 176) are below:

- a. Students give more thoughtful and often more extensive written responses as they demonstrate their learning.
- b. Students are more active in processing information rather than simply answer to questions.
- c. Students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
- d. Students are more motivated to do a writing assignment because the task involves them personally and allows for more creative responses to learning the material.
- e. Students are encouraged to reread to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred them during the initial reading of an assignment.
- f. RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.

3. Procedure of RAFT strategy

To applied a strategy in teaching learning process need an effective procedures. There are the procedures of applying RAFT strategy in teaching writing by NBSS School (2000:1):

a. Step 1

- 1) Explain to the student to consider four key components: the role of writer, the audience, format and topic.
- 2) Explain to students that they are going to structure their writing around these elements using the RAFT strategy. Display a completed RAFT on the paper or blackboard and discuss the key elements with students.
- 3) Then Identify important ideas or information.

b. Step 2

- 1) Then Identify important ideas or information.
- 2) Give another example of RAFT strategy
- 3) Brainstorm RAFT ideas about a topic.

c. Step 3

- 1) Divide students into pairs or small groups.
- 2) Ask the students to write about a chosen topic from the brain stormed list.
- 3) Then have the groups share their completed RAFTs with the class.

d. Step 4

After students become more proficient with the strategy have them create their own RAFT based on topics studied in class start to write.

Table 2.2 The example of RAFT sheet

RAFT Sheet			
Role		Format	
Audience		Topic	
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D. RECOUNT TEXT

1. Definition

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account

2. Structure of Recount Texts

It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts:

➤ Orientation

It gives background information about who, what, where, and when.

➤ Events

It consists of paragraphs which retell the events in the order in which they happened.

➤ Re-orientation or Conclusion (optional)

It is a paragraph that contains a personal comment.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

3. How to Teach Recount Texts

Teaching recount to students of junior high schools is not different with teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences. Through collaborative writing, the teaching of recount texts can be easier because it provides some steps which are the wheel process of writing and the activities based on the nature of collaborative writing technique.

According to Storch (2005: 164) the first phase is a planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the

planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listen carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give the useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase.

Second, in drafting phase, the students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their writing skills when they elaborate they idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Third, in editing phase, the students have completed their writings and revised the compositions by making correction in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful. They immediately know the mistakes found on their compositions and it can help them to generate positive attitude toward their writing process.

Besides, they are able to assess their own progress in achieving goals of writing and evaluate the effectiveness of their own written products. Therefore, they can make self-improvement for better writing skills. Last, in the final draft, the students re-write their writing by taking into accounts any correction given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of writing process and collaborative writing, it is expected that the students' writing skills on recount texts can be effectively improve.

E. PREVIOUS STUDY

There are some relevant studies related to the use of RAFT in teaching writing skill. The studies were conducted in different settings in which English is regarded as a foreign language.

The first study conducted by Fransiska, Risma and Luwandi in their project entitled "Improving Students' ability in writing Hortatory Exposition Text by using RAFT strategy". The research is concerned in how well RAFT strategy improved student' hortatory exposition text writing skill in term of correctness of writing simple present tense and writing complete text organization of hortatory exposition text. The subject of this research were 32 students at the second semester of eleventh grade students of SMAN 7 Pontianak in academic year 2013/2014. Based on the data analysis, the result of the research was increased. It is showed from the students' mean score for writing hortatory exposition improved from 69.63 (average) in the first cycle to 79.90 (good) in the second cycle. Based on data the writer took a conclusion

that RAFT strategy is work well in improving student's ability to write a hortatory exposition text.

Second study is conducted by Azhari, Arina entitled "The effectives of using role audience format topic strategy toward the students' achievement in writing hortatory exposition text at madrasah Aliyah As-Salam Jambewangi". The writer used pre-experimental research in this study. The data collecting method is used is test. The research instrument is used is writing test. The test is administered in pre-test and post-test. The researcher uses SPSS 16.0 program to process and analyze the data. Based on the pre-test it show the mean was 65, where the post-test mean was 71.80. Based on the analysis of data through SPSS 16.0, the data indicated that the sig 2-tailed value 0.002 is lower than 0.05, it means that the alternative hypothesis was not rejected. Then T value shows that tcount 3,597 was higher than ttable 2.086, it means that the alternative hypothesis was not rejected. Both of them show that the null hypothesis was rejected. It can be conclude that there were a significant difference between the students' achievement in writing hortatory text exposition text before and after they are taught by using RAFT strategy.

Meanwhile Endriani (2012) conducted a study entitled "The effect of using RAFT strategy toward student's ability in writing narrative text at the second year students of SMAN 12 Pekanbaru". In this study the writer focused to know the differences between student achievements in writing a narrative text using RAFT strategy. The writer used a quasi-experimental with non-randomized control pretest and posttest design. Based on data analysis, the writer concluded there is a significant differences between student achievements in writing narrative text by using RAFT strategy and student achievements in writing narrative text without using RAFT strategy. The data finding consideration $t_0 = 3.30$ higher than t table in significant 5%

= 2.65. It can be read $2.65 < 3.30 > 2.00$. It means there is a significant differences between student's achievements in writing narratives text by using RAFT strategy and student's achievement in writing narrative text without using RAFT.

The studies above prove the effectiveness of using RAFT to improve student's achievement in writing skill. The differences between those studies above whit this research are in approach, design and focus of the study. First, Fransica, Risama et.al used classroom action research, the second study Arina Azhari used pre-experimental research. The last study has been conducted by Endriani the writer focused on narrative text. The focused of those previous study are on the student's writing ability, where the researcher focused on student's achievement. In this research, the researcher used quantitative approach with quasi experimental design and the focus of the study was on the student's achievement in writing recount text used RAFT strategy.